**2018-2019 Title I Parent and Family Engagement Plan**

**Sandhill Elementary School**

***General introduction of school’s vision for parent and family engagement.***

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| Sandhill Elementary school’s vision is to increase the amount of parent and family engagement at the school, while creating an atmosphere where parents feel comfortable and welcome. We also want to maintain open lines of communication with parents and families and encourage them to assist their child at home. |

**All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.**

Principal: Kathy Conely Date: August 13, 2018

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| **Involvement of Parents**  |
| If the school wide program plan under **Section 1116 (b) (1**) is not satisfactory to the parents of participating children, the school will include/submit the parents’ comments with the plan that will be made available to the local education agency **Section 1116(b) (4).**Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting. |
| ***Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?*** | All parents are invited to participate in developing and revising this plan. This plan is reviewed three times a year using parent input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | This plan is reviewed three times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments, and provide strategies, materials, and resources to help support learning at home. |
| ***How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?***  | Parents will be invited to join the SAC committee to give input on all the Title I events and programs along with a Parent Advisory Committee. |
| ***What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)*** | Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their “Parent and Family Engagement Policy”. Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring. |
| ***How will this plan assist in providing high quality instruction for all learners?*** |  |
| ***How will the school share comments received from parents/families?*** | All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan.  |
| ***How will this plan be made available to the community?*** | This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

**Annual Parent Meeting**

The school will conduct an Annual Meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, the ri rights of parents and timely information about the Title I programs **Section 1116(c)(1)**

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| Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input.Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations. |
| ***Date and time you will hold your meeting?***  |  |
| ***Notification and Invitation:*** * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.***
 | All parents will be notified of the Annual Parent meeting with a flyer in their child’s backpack, school marquee, and a label in the agenda the day before the event. The information will also be on the school website.  |
| ***Information:*** ***Please describe how your meeting will cover information about:**** *the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child’s teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.*
 | The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child’s teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school’s curriculum.Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the “Parents Right To Know” letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file. |
| ***Barriers:*** * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation*
 | Transportation is not provided, but if we know of a family that wants to come and needs transportation we will work to help find a solution. Materials given out will be translated into Spanish and a translator will help during the meeting. Light refreshments will be provided during the meeting. Parents are welcome to bring their kids. |
| ***Evaluations:*** * *How will you get feedback from parents about the meeting?*
 | Each parent that attends the meeting will be asked to complete a survey about the meeting using it as the ticket out the door to their child’s classroom. |
| ***Parents who do not attend?**** *How will you get the information home to parents who do*

*not attend the meeting?* | For parents unable to attend the meeting the information will be sent home and on the school website. |

**Flexible Parent Meetings**

The school provides trainings, meetings, and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

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| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | Parents are provided a calendar of events at the start of the school year. All of the dates and times of events are posted on the calendar, school website, and invites are sent home as well. Events are held on different days and times to better reach more parents. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.*  | We will work with parents to help find transportation. Children are welcome to attend the events so we don’t provide child care. Some teachers may make a home visit to conference with a parent that can’t attend a school conference. |

**Communication**

The school will provide parents of participating children; a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet **Section 1116(c)(4)(B);** If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children **Section 1116(c)(4)(C)**

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| **How do you notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field?** | Schools are required to notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant. |
| **How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals?** | The school sends home the Right to Know Letters and 4 week notification letters.  |
| ***Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?*** | Parents are informed through the Annual Parent meeting, newsletters, conferences, and progress monitoring. Most of the information is translated into Spanish as well. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?***  | The school sends home the state or district report and conferences. |
| ***How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?***  | Each Title I elementary school is required to hold at least one face to face conference with each student’s parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing. |

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| **Building Capacity of Parents** School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement **[Section 1116(e) (1-3).** School will provide materials and training to help parents work with their child to improve their child’s academic achievement. **[Section 1116(e) (2).** **Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.** * *How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.*

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| **Title****Topic** | **Impact on Student Achievement** | **Materials** | **Tentative****Date/Time****Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** |
| **Curriculum /Florida Standards** | Provide information to parents on standards and how to help at hom.e. | Information on where to locate Florida Standards by grade level. |  |  | x |  | x |
| **State Tests & Achievement Levels**  | Provide information to parents on standards and how to help at home. | Information on where to locate Florida Standards by grade level. |  |  | x |  | x |
| **Transition (Kdg, MS, HS)** | This workshop will provide information to parents to help their child make a smooth transition with change in schools. | Kdg readiness book parents can use with their child during the summer. | Kdg round up Spring 2019 |  |  |  | x |
| **Literacy 1116 (e)** | Provide parents with reading strategies to help child read at home. | Free Books for each child for attending. |  |  | x |  | x |
| **Technology, Parent Portal**  |  |  |  |  |  |  |  |
| **College and Career** |  |  |  |  |  |  |  |
| **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  |
| **iMoms/All Pro Dads** | A chance for parents to slow down and discuss school and other topics with their child. | Light breakfast, iMoms/All Pro Dads powerpoint and discussion cards, prize give aways. | All Pro Dads the first Friday of every monthiMoms the last Friday of every month |  | x |  | x |
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| **How do you assess the needs of parents?** **Do you survey parents to ask what type of events or workshops you have at your school?**  | We assess parents needs through SAC, PTO meetings and district surveys, evaluations from different events, and parent meetings to review old compact and PIP. |
| **How do you evaluate effectiveness?** | Effectiveness is evaluated through data collection, comments on surveys, and student achievement data. |
| **Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.** | We assist families to help at home by giving them tips in newsletters, tips on the website, homework guide for parents, strategies to use at home, and reading materials. |
| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | We work with Beef O’ Brady’s in Haines City to offer a spirit night. The school also works with some churches to take food donations to send home with students and families in need.  |

* *The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.*
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**Building Capacity of Staff (Trainings)**

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents’ contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school **Section 1116(e) (3)**

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| **Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff …*** ***how to reach out to, communicate with, and work with parents/families as equal partners,***
* ***the value and utility of contributions of parents/families***
* ***how to implement and coordinate parent/family programs***
* ***how to build ties between parents/families and the school***
 |
| **Topic -Title** | **Purpose?**How does this help staff build school/parent relationships? | **Implementation format:** (Workshop, book study, etc.)**Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| **Poverty Simulation with Dee Dee Wright** | To remind staff of the situation many of our families deal with. | A morning workshop | All Staff | February 15, 2019 |
| **Effective Parent Communication** | Tips to help staff build a positive relationship with parents. | A mini PD workshop held at the beginning of the year. | All Staff | Aug. |
| **Bus Ride Through School Zone** | To give staff a chance to see where are students are coming from. A reminder of what our students deal with at home. | Bus Ride | All Staff | August 6, 2018 |

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| **Coordination and Integration:** The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)]. |
| **Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:** |
| * ***Homeless***
 | We work HEARTH to identify children and families in need. The teachers are then notified by the school counselor or the parent of their situation. We try to help feed and supply what they need. |
| * ***Migrant***
 | Materials are provided in their home language, and home visits are made when it is needed. We also try to keep them in the same class if a child leaves during the year and then comes back. |
| * ***Preschool***
 | We work with the headstart program on our campus. The parents receive invites to our different functions. We also have Kdg round up in the spring and hand out a kdg workbook for students to work on over the summer to help prepare them for school.  |
| * ***ESOL***
 | We have three ESOL paras that work closely with our ESOL students and their families. |
| * ***SAC School Advisory***
 | All parents were invited to join our SAC on orientation night and in a letter sent home to the parent. Meeting notices are emailed or sent to the parents. Parents are welcome to speak at these meetings. |
| * ***PTO/PTA***
 | All parents were invited to join PTO on orientation night and throughout the year. |
| * ***Community Agencies***
 | Kids Pack |
| * ***Booster***

***Clubs*** |  |
| * ***Business Partners***
 | We work with Beef O’Brady’s in Haines City to create a spirit night and they give us gift certificates to give to students for different successes. We also are working with Nissan in Winter Haven to help with our All Pro Dads and iMoms programs. |

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| **Accessibility** |
| The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. **Sec 1116(e)(5) and 1116(f)** |
| ***What opportunities do parents have to participate in their child (rens) education?******Volunteer?*** *Section 1116* (d) (c) | Parents are informed of our various events how to be involved in their child’s education. They can volunteer in the school or from home.  |
| ***What forms of communication do you provide parents, in an understandable and uniform format related to;*** * ***school and parent programs***
* ***meetings***
* ***school reports***
* ***and other activities***
 | We communicate with parents through our agendas, Friday folders, compact, flyers for events, invitations, newsletters, website, school marquee, parent nights, and report cards. All of our communication is translated into Spanish as it is needed.  |
| ***What barriers hinder participation by parents in parental involvement activities?******What steps will you take this school year to overcome these barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*** | Some possible barriers are language, transportation, and schedules. We will offer events on different days and times, translate when possible, and offer refreshments when possible. |
| ***How does your school provide information to parents in their native language?*** ***What languages do you provide?*** *Section 1116 (e) (5)* | We send home our letters, invites, newsletters, etc. in English and in Spanish.  |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Translation is provided at school events, and for other forms of communication. |
| ***How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.**** ***Title I Parent/Family Resource Centers***
* ***Books Bridge Buses***
* ***Other***
 | The school will encourage other educational engagement through our website, flyers, Friday folders, and newsletters. |